DOCUMENT RESUME

ED 152 637 SO 010 761

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TITLE Secondary Student Attitude toward Modern Society [And] Secondary Student Images of Modern Society.
PUB DATE [77]
NOTE 21p.; For a related document, see SO 010 760

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Classroom Research; Educational Research; High School Students; Hypothesis Testing; Imagination; Instructional Aids; Modern History; School Environment; Secondary Education; *Secondary School Students; Social Science Research; *Social Studies; Sociology; *Student Attitudes; Student Characteristics; Student Projects; Student Research; *Teaching Methods; Teaching Techniques
IDENTIFIERS *Modernity

ABSTRACT

This document is divided into two papers; the first paper investigates the attitudes of secondary students toward modern society (attitudes about the future, making friends, looking for a job, and viewing the city as a friendly place), and whether age, sex, or grade made any difference in these attitudes. A non-randomized, control-group posttest design was used for both studies. Findings suggest that student attitudes are more traditional than modern, but whether sex, age, or grade made any difference in these attitudes could not be determined. The second paper investigates the extensional meaning of secondary student images (defined by subjects' ranking of nine nations in order of modernity), and whether sex, age, or grade made any difference in these images. Findings suggest that the secondary students view Western nations as being the image of modern society. Although significant differences were apparent by sex, age, and grade, testing of this hypothesis suffered from lack of control and validity. Hence, the generalizability of selected comparisons was limited. It was also found that school environment fosters the distinctive ways in which students visualize modern society. Both papers list several practical teaching techniques and devices for the teacher, as well as suggestions for further research. (Author/JK)

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Secondary Student Attitude Toward Modern Society

James Hantula

Student generalizations about the environment are stated in different ways and at different levels of understanding. Typically, they are additive statements with intensional meaning (Hunt and Metcalf 1968). Intensional meaning is indicated by a statement of characteristics. Illustrative of a statement of intensional meaning is the following generalization about a modern social environment:

> Modern society is characterized by a democratic government, an industrial economy, and an urban population.

This generalization is a conjunctive proposition rather than a "law" which relates perceptions. Diverse generalizations are possible and identified in social studies education. Several insights are provided into student understanding (Cunningham 1972, Holsinger 1973) and adult understanding of "modernity" (Kahl 1968, Inkeles 1974). Practical suggestions for teaching are also available (Henderson 1968, Hantula 1969, Hantula 1976). Differences in intensional meaning of "modernity" have seldom been investigated.

An Initial Foray

Related research in visualization (Eliot 1970) suggests conjunctive propositions are also expressions of attitudinal behaviors. From this perspective, intensional meaning of a conjunctive proposition about modern society is indicated by attitudes. These attitudes include:

> thinking about the future,
> behaving in self-satisfying ways,
> making friends with others,
> making plans,

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looking for a job which offers the best opportunity,

viewing the city as a friendly place,

rising into different professions,

and participating in elections.

Secondary student attitude toward modern society, however, is largely unknown. As an initial foray into this terra incognita, the following investigation was undertaken.

The investigation sought to answer three questions:

(1) What is the attitude of secondary students toward modern society?

(2) Is there any difference in attitude of secondary students toward modern society?

(3) Is there a practical outcome to a study of secondary student attitude toward modern society?

Procedure

Answers to these questions were sought in a two phase investigation. Phase 1 was an investigation of junior high school student attitude, grades 7, 8, and 9 (N = 86). Phase 2 was an investigation of senior high school student attitude, grades 10, 11, and 12 (N = 167). Subjects were students enrolled in social studies classes. A non-randomized control-group post-test design was employed. The investigation was conducted in a junior high school and senior high school located in north central United States.

Secondary Student Attitude Towards Modern Society

(1)

Secondary student attitude towards modern society was defined by subjects' responses to eight statements identified as the "core of modernity" (Kahl 1968, page 43). The statements were phrased in the direction of tradition rather

than modernity. The statements are noted below.

No. Statements

1. With things as they are today, an intelligent person ought to think only about the present, without worrying about what is going to happen tomorrow.
2. In order to be happy, one must behave in ways that other people desire, even if one has to suppress his own ideas sometimes.
3. This city is not too friendly a place; you can only make friends with people who are pretty much of the same sort as yourself.
4. Making plans only brings unhappiness, because the plans are hard to fulfill.
5. When looking for a job, a person ought to find a position in a place located near his parents, even if that means losing a good opportunity elsewhere.
6. People in a big city are cold and impersonal; it is hard to make new friends.
7. The son of a laboring man does not have a very good chance of rising into the liberal professions.
8. It doesn't make much difference if the people elect one or another candidate, for nothing will change.

During a regularly scheduled class, subjects were directed by their teacher to mark their responses on IBM answer sheet #556. Subjects also indicated their sex, age, period of class, and other identifying information.

The dependent variable was the response by subjects to the statements. Subjects chose one of the following responses: agree very much, agree a little, disagree a little, disagree very much. Each response was assigned a value.

A scale of 1 - 4 was used in which 1 = agree very much, 2 = agree a little, ... and 4 = disagree very much. Responses were tabulated by mean scores. Scores were processed by Kahl's scoring procedure. Responses to the eight statements were summed and divided by 8. The minimum score was = to N (N x 1); the maximum score was = to 4 N (N x 4).

In Phase 1, the minimum score was 86; the maximum score was 344. The median of possible score was 172. Subjects' score was 151.63 which was below the theoretical median but not in the lowest quartile.

In Phase 2, the minimum score was 167; the maximum score was 668. The median of possible scores was 334. Subjects' score was 303.42 which was also below the theoretical median but not in the lowest quartile. The scores defined subjects' attitude toward modern society as more traditional than modern.

Differences in Student Attitude Towards Modern Society

(2)

To answer the second question under investigation, the following null hypothesis was tested:

> There is no significant differences in the attitude of secondary students towards modern society by sex, age, grade, and period of class.

A .05 level of significance was used in testing the null hypothesis with the chi square procedure. Control variables were sex, age, grade, and period of class. The dependent variable was the value assigned to students' responses. Values were tabulated by mean scores. Scores were processed by the Statistical Package for the Social Sciences.

Chi square analysis of responses in Phase 1 revealed few differences. Most marked were responses by different ages as to the desirability of thinking about the present and behaving as one wants. These responses were more marked

as to thinking only about the present. Also revealed was a significant difference by period of class as the prospects of a laboring man's son of rising in the liberal professions. Significant differences among subjects' responses in Phase 1 are summarized below.

Summary of Significant Differences in Responses in Phase 1

No.	Statement	by Variable	N	Chi Square	Degrees of Freedom	Significance
1.	Thinking about the Present	Age	86	96.95993	16	.0000
2.	Behaving as Others Want	Age	86	23.22670	12	.0259
7.	Rising into Professions	Period of Class	84	12.74413	6	.0473

Chi Square analysis of responses in Phase 2 revealed more significant differences. Most marked were thinking about the present, behaving as others want, making new friends, rising into looking for a job, professions by grade; thinking about the present, behaving as other want, making friends, rising into the professions by age; and looking for a job by period of class. Significant differences among subjects' responses in Phase 2 are summarized below.

Summary of Significant Differences in Responses in Phase 2

No.	Statement	by Variable	N	Chi Square	Degrees of Freedom	Significance
1.	Thinking about the Present	Grade	167	99.160	24	.0000
2.	Behaving as Others Want	Grade	167	46.762	24	.0036
5.	Looking for a Job	Grade	167	42.682	24	.0108
6.	Making Friends	Grade	167	83.370	24	.0000
7.	Rising into Professions	Grade	167	101.903	24	.0000

Continued: Summary of Significant Differences in Responses in Phase 2

No.	Statement	by Variable	N	Chi Square	Degrees of Freedom	Significance
1.	Thinking about the Present	Age	167	106.940	24	.0000
2.	Behaving as Others Want	Age	167	44.213	24	.0072
6.	Making Friends	Age	167	47.256	24	.0031
7.	Rising into Professions	Age	167	101.179	24	.0000
5.	Looking for a Job	Period of Class	167	67.039	24	.0000

Practical Outcomes

(3)

In addition to acquiring and processing information, the investigation led to several practical outcomes. Among the outcomes were several distinctive teaching techniques and devices. In regard to teaching techniques, the investigation provided "in-school" experience for development of student research skills. Skills in observing, isolating variables, classifying variables, organizing relationships, and making predictions were extended. "In-school" data stimulated students to devise hypotheses about modern society and attitude formation. To test the hypotheses, students gathered supporting descriptions and criteria, and processed available information.

In regard to teaching devices, the investigation provided a survey for assessing attitudes toward modern society. Class discussion of the reliability and validity of the survey prompted many attempts to develop a different survey. In addition, other variables were identified. Wealth, for example, was viewed by some students as a crucial variable. Revised surveys were given to small

samples to test new hypotheses. Completion of these surveys extended student skills and, in turn, generated further hypothesis about secondary student attitude toward modern society.

Conclusion

Outcomes of the investigation suggested secondary student attitude towards modern society is more traditional than modern. In Phase 1, junior high school student attitude was more traditional than modern. In Phase 2, senior high school student attitude was more traditional than modern. Significant differences among secondary student attitudes toward modern society were apparent by grade, age, and period of class. More differences were apparent in Phase 2 than in Phase 1. Testing of the null hypothesis, however, suffered from lack of sufficient control and internal validity. Hence, the generalizability of selected comparisons would appear limited to secondary social studies students who share similar social environments.

For the teacher, the investigation suggested several practical teaching techniques and devices. Differences among outcomes were expected and reflect the influence of different factors. Of these factors, the school environment is probably the most important. The school environment fosters the distinctive attitudes of students towards modern society. Pertinent instruction focuses upon the role of attitudes in social change. Towards this end, similar investigation provides an opportunity for students to extend general and specific skills in social studies education.

For the researcher, the investigation suggests several questions for further study. Among these questions are:

Is "modernity" fostered by social studies instruction?

Is there any difference in the "modernity" between rural and urban students?

Is there a correlation between modern society secondary student feelings of "modernity" and images of modern society?

Additional research is required to answer these questions. The answers will be useful for providing additional insight into a keystone to understanding of modern society.

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Secondary Student Images of Modern Society

James Hantula

Student generalizations about the environment are stated in different ways and at different levels of understanding. Typically, they are additive statements with extensional meaning (Hunt and Metcalf 1968). Extensional meaning is indicated by a statement of examples. Illustrative of a statement of extensional meaning is the following generalization about a modern society:

The United States and West Germany are
examples of modern societies.

This generalization is a conjunctive proposition rather than a "law" which relates cognitions. Diverse generalizations are possible and identified in social studies education. Several insights are provided into pertinent concepts (Price 1965) and concept teaching (Morrisett 1966, Beyer and Penna 1971). Practical suggestions for teaching are also available (Henderson 1968, Hantula 1969, Hantula 1976). Differences in extensional meaning of modern society have seldom been investigated.

An Initial Foray

Related research in visualization (Eliot 1970, Dueck 1976) suggests conjunctive propositions are also expressions of imaginal behaviors. From this perspective, extensional meaning of a conjunctive proposition about modern society is indicated by images. These images include an image of the United States as more modern than West Germany.

Secondary student images of modern society, however, are largely unknown. As an initial foray into this terra incognita, the following investigation was undertaken.

The investigation sought to answer three questions:

(1) What is the extensional meaning of secondary student images of modern society?

(2) Is there any difference in the extensional meaning of secondary student images of modern society?

(3) Is there a practical outcome to a study of secondary student images of modern society?

Procedure

Answers to these questions were sought in an investigation conducted in a laboratory school located in north central United States. Subjects (N = 198) were students in social studies classes, grades 7-12. A non-randomized control-group post-test design was employed. Subjects' Stanford Achievement social studies test scores for grade 7 and grade 8 indicated the estimated grade mean = to 8.49 for grade 7, = to 9.46 for grade 8. Iowa Tests of Educational Development social studies test results indicated grade average national percentile rank to be 93 for grade 9, 90 for grade 10, 99 for grade 11, and 98 for grade 12.

Extensional Meaning of Modern Society

(1)

Images of modern society were defined by subjects' ranking of nine nations in order of modernity. Subjects were provided an alphabetical list of twenty-two nations. Space was provided for subjects to "write in" the names of other nations. Devised by the investigator, the list is noted below:

List of Nations

1. Argentina
2. Australia
3. Brazil
4. Canada
5. China (Mainland)
6. England (Great Britain)
7. Egypt
8. Ethiopia
9. France
10. Germany (West)
11. India
12. Indonesia
13. Israel
14. Japan
15. Mexico
16. Netherlands (Holland)
17. Nigeria
18. South Africa
19. Soviet Union (Russia)
20. Scandinavia (Denmark, Finland, Norway, Sweden)
21. Turkey
22. United States
23. _____
24. _____
25. _____

During a regularly scheduled class, subjects were directed by their teacher to mark their responses on IBM answer sheet #556. Subjects also indicated their sex, age, period of class, and other identifying information.

The dependent variable was the rank number assigned by subjects to their choices of the nine most modern nations of the world. A scale of 1 - 9 was used in which 1 = the most modern nation 2 = the next most modern nation,... and 9 the least modern nation. Only subjects' rankings of nations included in the printed lists were tabulated. Rankings were tabulated by mean score and number of subjects choosing each nation. Scores were processed by the Statistical Package for the Social Sciences. From the results of the tabulations, four lists of nations were compiled: an alphabetized list, a list organized by mean scores from low to high, a list organized by number of subjects (N) from high to low, and a final list which combined the nine lowest mean scores and the nine highest number choices by subjects.

According to the final list, subjects perceived the most modern nations of the world to be the United States, the Soviet Union, Canada, Japan, England, Germany, France, Australia, and Scandinavia. The final list is noted below:

Final List of Most Modern Nations

Ranking	Nation	Mean Score	N
1	United States	1.143	189
2	Soviet Union (Russia)	4.118	152
3	Canada	4.374	163
4	Japan	4.559	132
5	England (Great Britain)	4.563	160
6	Germany (West)	5.007	148
7	France	5.485	163
8	Australia	6.813	91
9	Scandinavia (Finland, Denmark, Norway, Sweden)	6.652	89

The final list defined the extensional meaning of subjects' images of modern society.

Differences in Extensional Meaning of Modern Society

(2)

To answer the second question under investigation, the following null hypothesis was tested:

> There is no significant difference among secondary students' choices of modern nations by sex, age, grade, and period of class.

A .05 level of significance was used in testing the null hypothesis with the chi square procedure. Control variables were sex, age, grade, and period of

class. The dependent variable was the rank number assigned by subjects to their choices of the nine most modern nations in the world. Rankings were tabulated by mean scores. Scores were processed by the Statistical Package for the Social Sciences.

Chi square analysis of choices of modern nations revealed several significant differences by sex, age, grade, and period of class. In regard to sex, a difference was noted in the choice of Canada; the major respondents were boys. In regard to age, a difference was noted in the choice of the Netherlands and the United States; the major respondents were age 16 and 17. In regard to grade, differences were noted in the choice of Indonesia, Mexico, and the Netherlands. The major respondents to Indonesia were in grade 8, to Mexico in grade 7, and to the Netherlands in grade 11. In regard to period of class, a difference was noted in the choice of Indonesia by period 5. Significant differences among subjects' choices of modern nations are summarized below:

Summary of Significant Differences in Choices

Nation	by Variable	N	Chi Square	Degrees of Freedom	Significance
Canada	Sex	164	17.62758	8	.0242
Netherlands	Age	40	78.17534	36	.0001
United States	Age	190	32.61185	18	.0186
Indonesia	Grade	6	6.0000	2	.0498
Mexico	Grade	47	58.86946	42	.0436
Netherlands	Grade	41	47.86099	30	.0205
Indonesia	Period of Class	6	6.0000	2	.0498

Some of these differences were also apparent at the .12 level. In regard to Canada, a difference was noted by age; major respondents were age 16. Nations which share a similar culture were also subject to significant choices such as Australia by grade with major respondents in grade 10, and England by age with major respondents age 16. In regard to the Netherlands, a difference was noted by sex with girls as major respondents. In regard to Mexico, differences were also noted by sex and period of class with girls and period 2 as major respondents. In addition, a difference was noted by sex in regard to Nigeria with boys as major respondents. In regard to Germany and Scandinavia, a difference was noted by period of class with major respondents in period 2.

Practical Outcomes

(3)

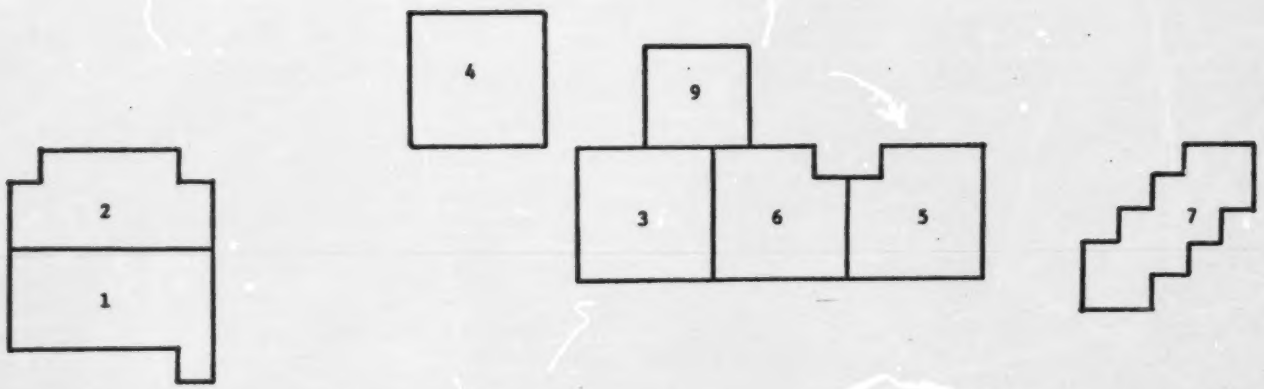
In addition to acquiring and processing information, the investigation led to several practical outcomes. Among these outcomes were several distinctive teaching techniques and devices. In regard to teaching techniques, the investigation provided "in-school" experience for development of student research skills. Skills in observing, isolating variables, classifying variables, organizing relationships, and making predictions were extended. "In-school" data stimulated students to devise hypotheses about modern society and image formation. To test the hypotheses, students gathered supporting descriptions and criteria, and processed the available information.

In regard to teaching devices, the investigation provided "in-school" data for generating imaginal maps of the modern world. These maps varied according to the imagination of the map maker. Common to all maps was a scale appropriate to the data gathered by the investigator(s). For example, one map maker translated the data by using the following formula:

$$\frac{N}{10} \times \frac{1}{4} = U$$

where N = number of students choosing a particular nation and U = the number of units representing the size of the nation. Using the data on student choices of the nine most modern nations this map maker drew the imaginal map of the modern world noted below.

The Modern World
N = 198



1 = United States
2 = Canada
3 = France
4 = England (Great Britain)
5 = Soviet Union (Russia)
6 = Germany (West)
7 = Japan
8 = Australia
9 = Scandinavia (Finland, Denmark, Norway, Sweden)

Scale = $\frac{N}{10}$ rounded off x 1/4 inch

Other imaginal maps were devised by creative students. Some drew imaginal maps of student choices of modern nations according to age of subjects. Others drew imaginal maps according to sex of subjects and period of class. Further investigation provided additional data for drawing imaginal maps visualized in history classes. For example, a map maker in a history class drew an imaginal map of the modern world according to student choices of modern nations in each century since the voyages of Columbus. Completion of these maps extended student skills and, in turn, prompted generation of new hypotheses about the extensional meaning of modern society.

Conclusion

Outcomes of the investigation suggested the secondary student image of modern society is the image of the West. Its extensional meaning was indicated by subjects' choices of Western nations, except for Japan, as most modern. Significant differences among secondary student images of modern society were apparent by sex, age, grade, and period of class. Testing of the null hypothesis, however, suffered from lack of sufficient control and internal validity. Hence, the generalizability of selected comparisons would appear limited to secondary social studies students who achieve similar grade means and grade national percentile ranks.

For the teacher, the investigation suggested several practical teaching techniques and devices. Differences among outcomes were expected and reflect the influence of different factors. Of these factors, the school environment is probably the most important. The school environment fosters the distinctive ways in which students visualize modern society. Pertinent instruction focuses upon the role of images in social change. Towards this end, the investigation

provides an opportunity for students to extend general and specific skills in social studies education.

For the researcher, the investigation suggests several questions for further study. Among these questions are:

> Is Japan visualized by secondary students as a Western nation?
>
> Is there any difference in the extensional meaning of secondary student images of modern society between less modern and more modern students?
>
> Is there a correlation between extensional and intensional meanings of secondary student images of modern society?

Additional research is required to answer these questions. The answers will be useful for providing evidence of student socialization to the modern world.

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